

Idaho State Department of Education

Charter School

Board and Committee Member Matrix

Board Positions	Candidates	Organization	Title or Responsibility	Notes	Board Experience	Parent	Financial	Legal
Executive Committee								
President								
Vice President								
Secretary								
Treasurer								
Committee Chairs								
Development (fundraising strategy, sustainability)								
Marketing and Communications (website, newsletter, PR, brochure, etc.)								
Facilities Management								
Curriculum Development								
Etc.								
Committee Members								
Joanne Smith								
Etc.								
Notes:								

Add candidates by position, add as many lines as you need for each position

Mark qualifications desired for each position with an "X"

List all board positions

If candidate has a desired qualification, note in bold

If candidate has another qualification, note with "+"

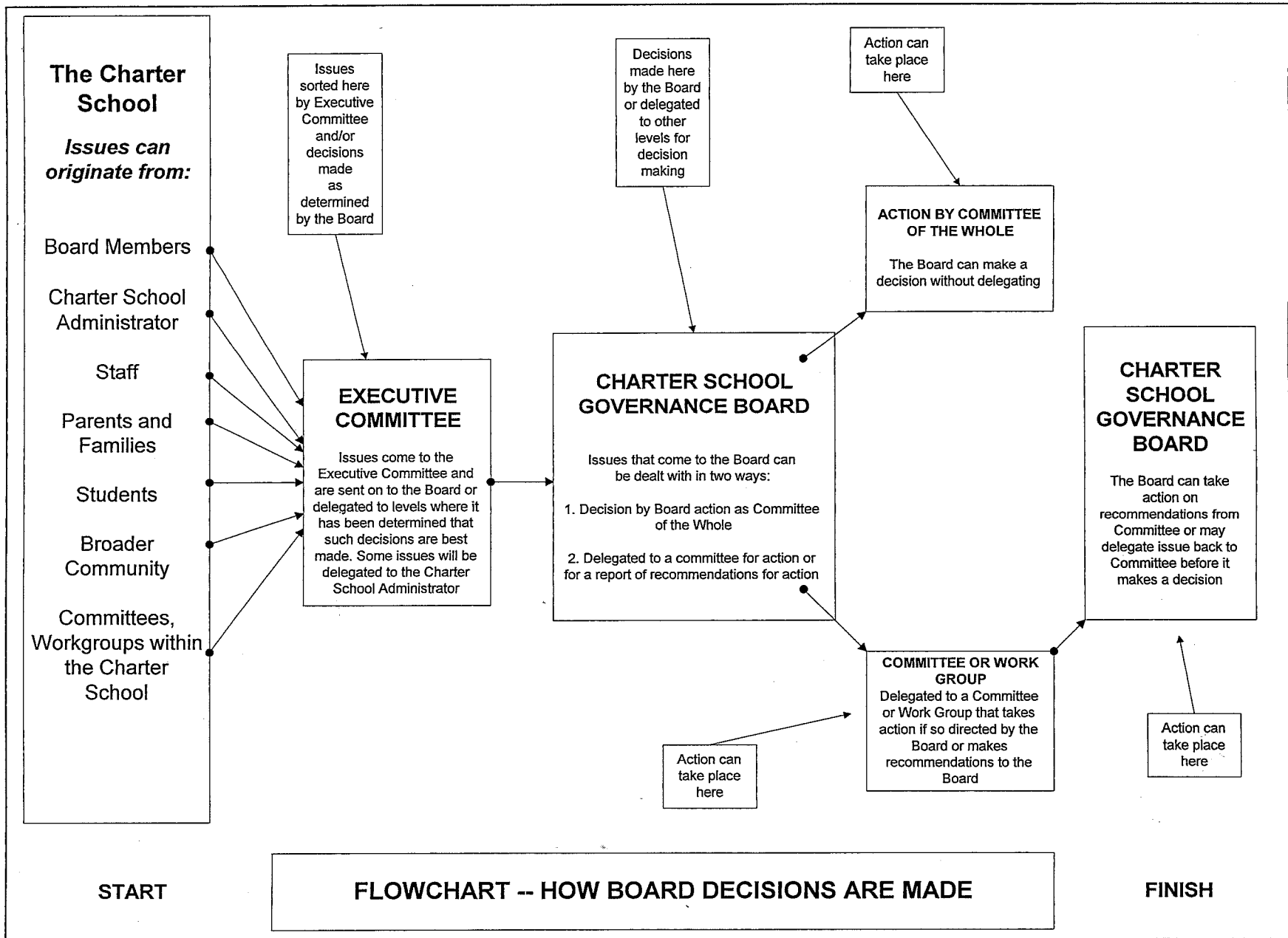
Keep a candidate list separate, maybe below and plug them into positions

Idaho State Department of Education

Charter School

Board Positions	Marketing & Communication	Strategic Planning	Fundraising	Non-Profit	Education	Self Employed	Government
Executive Committee							
President							
Vice President							
Secretary							
Treasurer							
Committee Chairs							
Development (fundraising strategy, sustainability)							
Marketing and Communications (website, newsletter, PR, brochure, etc.)							
Facilities Management							
Curriculum Development							
Etc.							
Committee Members							
Joanne Smith							
Etc.							
Notes:							

Add candidates by position, add as many lines as you need for each position



Board Assessment Survey

Please evaluate each principle for board performance over the past year or since your involvement and rank each on a scale of 1-5 (1-ineffective, 2-somewhat effective, 3-effective, 4 very effective, 5-excellent, no improvement recommended)

Put the number for your evaluation next to the number in parentheses.

The Source:

Twelve Principles of Governance That Power Exceptional Boards

Exceptional boards add significant value to their organizations, making a discernible difference in their advance on mission. Good governance requires the board to balance its role as an oversight body with its role as a force supporting the organization. The difference between *responsible* and *exceptional* boards lies in thoughtfulness and intentionality, action and engagement, knowledge and communication. The following twelve principles offer **chief executives** a description of an empowered board that is a strategic asset to be leveraged. They provide **board members** with a vision of what is possible and a way to add lasting value to the organization they lead.

CONSTRUCTIVE PARTNERSHIP (1)

Exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent. They build this partnership through trust, candor, respect, and honest communication.

MISSION DRIVEN (2)

Exceptional boards shape and uphold the mission, articulate a compelling vision, and ensure the congruence between decisions and core values. They treat questions of mission, vision, and core values not as exercises to be done once, but as statements of crucial importance to be drilled down and folded into deliberations.

STRATEGIC THINKING (3)

Exceptional boards allocate time to what matters most and continuously engage in strategic thinking to hone the organization's direction. They not only align agendas and goals with strategic priorities, but also use them for assessing the chief executive, driving meeting agendas, and shaping board recruitment.

CULTURE OF INQUIRY (4)

Exceptional boards institutionalize a culture of inquiry, mutual respect, and constructive debate that leads to sound and shared decision making. They seek more information, question assumptions, and challenge conclusions so that they may advocate for solutions based on analysis.

INDEPENDENT-MINDEDNESS (5)

Exceptional boards are independent-minded. They apply rigorous conflict-of-interest procedures, and their board members put the interests of the organization above all else when making decisions. They do not allow their votes to be unduly influenced by loyalty to the chief executive or by seniority, position, or reputation of fellow board members, staff, or donors.

ETHOS OF TRANSPARENCY (6)

Exceptional boards promote an ethos of transparency by ensuring that donors, stakeholders, and interested members of the public have access to appropriate and accurate information

Board Assessment Survey

regarding finances, operations, and results. They also extend transparency internally, ensuring that every board member has equal access to relevant materials when making decisions.

COMPLIANCE WITH INTEGRITY (7)

Exceptional boards promote strong ethical values and disciplined compliance by establishing appropriate mechanisms for active oversight. They use these mechanisms, such as independent audits, to ensure accountability and sufficient controls; to deepen their understanding of the organization; and to reduce the risk of waste, fraud, and abuse.

SUSTAINING RESOURCES (8)

Exceptional boards link bold visions and ambitious plans to financial support, expertise, and networks of influence. Linking budgeting to strategic planning, they approve activities that can be realistically financed with existing or attainable resources, while ensuring that the organization has the infrastructure and internal capacity it needs.

RESULTS-ORIENTED (9)

Exceptional boards are results-oriented. They measure the organization's progress towards mission and evaluate the performance of major programs and services. They gauge efficiency, effectiveness, and impact, while simultaneously assessing the quality of service delivery, integrating benchmarks against peers, and calculating return on investment.

INTENTIONAL BOARD PRACTICES (10)

Exceptional boards purposefully structure themselves to fulfill essential governance duties and to support organizational priorities. Making governance intentional, not incidental, exceptional boards invest in structures and practices that can be thoughtfully adapted to changing circumstances.

CONTINUOUS LEARNING (11)

Exceptional boards embrace the qualities of a continuous learning organization, evaluating their own performance and assessing the value they add to the organization. They embed learning opportunities into routine governance work and in activities outside of the boardroom.

REVITALIZATION (12)

Exceptional boards energize themselves through planned turnover, thoughtful recruitment, and inclusiveness. They see the correlation between mission, strategy, and board composition, and they understand the importance of fresh perspectives and the risks of closed groups. They revitalize themselves through diversity of experience and through continuous recruitment.

1. Regularly scheduled meetings

- a. Board Meetings
 - i. When?
 - ii. Where?
- b. Executive Committee to meet monthly, date and time TBD

2. Communication process

- a. Email is preferred
- b. Phone call if requested by board member or due to shortened timeline

3. Meeting Preparation

- a. Committee reports are sent to secretary one week in advance of meeting by committee chairs and treasurer.
- b. Agenda, committee reports and additional materials for meetings are sent by secretary to board members five days in advance of meeting.
- c. Board members are expected to read all meeting materials in advance of the board meeting and come to the meeting prepared for discussion and decisions.

4. Agenda

- a. Consistent format
- b. Consent
- c. Items for business submitted from board members and committees
- d. Distributed prior to board meeting

5. Roles and responsibilities

- a. Board members (committee or board positions)
- b. Additional roles and responsibilities to be determined
- c. Executive committee (president, vice president, secretary, treasurer) established
- d. Board development committee responsible for board member orientation

6. Succession plan

- a. Board development committee to establish and communicate

7. Committee chairs and co-chairs

- a. Marketing and communications
- b. Fundraising
- c. Board development
- d. Finance
- e. Legal
- f. Public relations



Consent Agenda

David O. Renz, Ph.D.

What is a Consent Agenda?

A consent agenda is a practice by which the mundane and non-controversial board action items are organized apart from the rest of the agenda and approved as a group. This includes all of the business items that require formal board approval and yet, because they are not controversial, there is no need for board discussion before taking a vote. Items may be on a consent agenda only if all board members agree; if even one member considers a specific item to need discussion, it must be removed and placed on the regular agenda for the board meeting.

Why are Consent Agendas Used?

Consent agendas are used to save board meeting time and to help ensure that board meetings focus on substantive topics that are worth discussion. Through the “bundling” process, the entire set of items of business that are not worth board meeting time can be voted on in one action versus taking the time to vote on each individual item.

When Should Consent Agendas Be Used?

Consent agendas should be used when there are a number of non-controversial business items on which the board needs to vote. Complete information must be provided in advance of the meeting to all board members, so that each knows what is being proposed and has the opportunity to consider whether the item truly is non-controversial. The key here is “non-controversial,” and the definition of non-controversial may vary from organization to organization. Consent agenda items often are matters that a bylaw or some other rule or regulation requires to be formally approved by the board, yet there is no value added by engaging the board in discussion about the item (e.g., a routine lease renewal for a facility already included in the approved agency budget). Consent agendas are *not* to be used to hide actions that will be controversial -- to do so breaches the trust of the board and undermines the value of this practice.

Where Should Consent Agendas be Placed within the Overall Meeting Agenda?

The consent agenda typically appears very near the beginning of the regular meeting. This allows any item removed from the consent agenda to be placed onto the overall agenda for discussion and action later in the meeting. As with all formal board action, a quorum must be present to in order for action on the consent agenda items to be legitimate and binding.

Who Should Use Consent Agendas?

Consent agendas are used by both non-profit and for-profit organizations whose boards are trying to use members' time efficiently and that have much routine business to approve. It is especially common to see the boards of governmental entities such as libraries and educational institutions use consent agendas because of the volume of routine business that they are required by law and regulation to approve.

How Can Consent Agendas be Used Effectively?

The key to success is to provide all consent agenda information to board members well in advance of the meeting. It is *essential* that board members have ample time prior to a meeting to become familiar with each item on the consent agenda. That way, if a member or members have a concern about any item(s) that they believe need further discussion, then they will ask for the item(s) to be removed from the consent agenda and addressed separately.

At the time in the regular agenda when there is to be action on the consent agenda, the chair will first inquire whether there are any items that need to be removed from the consent agenda. If *any* member wishes an item to be removed, it must be removed and placed on the regular agenda. Immediately following the opportunity to remove any items for separate discussion, the consent agenda is moved and approved as a set. (For example: "I move the consent agenda." Another member: "I second the motion.")

It may be useful to those who plan the overall meeting agenda and the consent agenda (usually the board chair and/or executive director) to have guidelines, developed in consultation with the board, to clarify which types of items might be appropriate for the consent agenda.

When Should a Consent Agenda Not Be Used?

The consent agenda practice should not be used unless all members of the board understand and agree to its use. This approach places more responsibility upon members to prepare prior to the meeting. Obviously, if members do not read the information on the consent agenda prior to the meeting, they cannot responsibly agree to the inclusion of any particular item on the consent agenda. The worst outcome would be to take action on a matter of significant programmatic or legal importance without truly having the board's **informed** consent.

Monthly Board Report Status

Date: Month/Year

Board Member:

Distribution: **Board**

Position:

1. **Agenda Items** (*summary of anything for board discussion bulleted*)
2. **Tasks achieved since last report and tasks scheduled:** (*what the committee has done and will be doing*)
3. **Budget** (*current expenses and/or items requiring board approval*)
4. **Comments**

Division of Roles between Board and Administrator

Adapted from "Building and Managing an Effective Board of Directors", Center for Nonprofit Management in Southern California

This chart describes the roles and responsibilities of the board and the charter school administrator in critical areas. Review each entry and revise as based on the specific needs and requirements of your charter school. This chart should be reviewed on an annual basis and updated as necessary.

Responsibility	Board of Directors	Administrator
<i>Legal</i>	<ul style="list-style-type: none">• Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator.• Maintains legal status; insures the proper paperwork is submitted to governmental agencies.• Reviews financial and business dealings and exercises proper judgment in self-dealing transactions – avoidance of conflicts of interest.	<ul style="list-style-type: none">• Must provide information to the board to demonstrate that the charter school is well managed.• Compiles information for annual filing requirements.• Signals to the board if either of the above situations is likely to occur.
<i>Finance and Accounting</i>	<ul style="list-style-type: none">• Approves annual budget.• Reviews periodic financial reports (balance sheet, income statement, changes in financial position).• Ensures that proper internal controls are in place.	<ul style="list-style-type: none">• Prepares annual budget with input from staff and finance committee.• Oversees preparation of periodic financial reports.• Implements proper financial controls.

Idaho State Board of Education

Responsibility	Board of Directors	Administrator
<i>Planning</i>	<ul style="list-style-type: none"> Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. Reviews strategic plan and progress. Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. Assesses program evaluation plan. 	<ul style="list-style-type: none"> Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school. Develops specific program goals and objectives based on the board specific mission. Develops reports or oversees staff development of reports to demonstrate program progress.
<i>Policy</i>	<ul style="list-style-type: none"> Develop and adopt written policies. Responsible for reviewing policies periodically. 	<ul style="list-style-type: none"> Identifies need for new policies. Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options.
<i>Personnel</i>	<ul style="list-style-type: none"> Sets and reviews personnel policies. Hires Charter School Administrator and evaluates the administrator's performance. 	<ul style="list-style-type: none"> Implements personnel policies. Recommends changes in personnel policies to the board. Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
<i>Resource Development</i>	<ul style="list-style-type: none"> Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. Reviews and approves all major grant proposals. 	<ul style="list-style-type: none"> Conduct research and maintain information database. Assist in fund development efforts. Develops grants and other funding applications, plans fundraising events, enters business ventures to support mission.
<i>Board Accountability</i>	<ul style="list-style-type: none"> Establishes and communicates clear expectations of Board directorship. Assures effective participation of Board directors. 	<ul style="list-style-type: none"> Facilitates training and information exchange for members in preparation for selection of Board directors. Facilitates effective communication among Board directors.

Idaho State Board of Education

Responsibility	Board of Directors	Administrator
<i>Decision Making</i>	<ul style="list-style-type: none">• Defines and communicates the role of Board, administrator in making decisions.• Assures appropriate involvement of Board directors in charter school decision making.	<ul style="list-style-type: none">• Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.
<i>Community Relations</i>	<ul style="list-style-type: none">• Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community.• Promotes cooperative action with other charter schools when the charter school should take part in coalitions, shared programs, joint action, etc.	<ul style="list-style-type: none">• Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the Board for an effective division of labor.
<i>Contracts</i>	<ul style="list-style-type: none">• Approves contracts.	<ul style="list-style-type: none">• Manages contracts.
<i>Other</i>	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Governing Board and Administrator Roles Worksheet

How to Use this Worksheet

This tool is designed for use by a charter school that is already operating. It should be completed via a discussion by governing board members, the lead administrator, the business manager and/or other senior administrative staff, as appropriate for the charter school. The board should specify when subcommittees have a role.

The purpose of the instrument is to have a detailed discussion about roles and responsibilities and keep the documentation for future reference. The list of items is not exhaustive and may be adjusted to suit the unique needs of the charter school.

Note: in the chart, the word “blend” means the board and administration each have a role. In the case of blended roles, specific delineations should be noted in the “notes” column.

Task/Issue	Board	Administrator	Blend	Notes
<i>School</i>				
Maintains the vision/mission				
Implements the vision/mission on a daily basis				
Ensures compliance with the original charter				
Maintains legal status; ensures proper paperwork is filed				
Develops the strategic plan & implements it				
Monitors progress of the strategic plan				
Prepares board meeting agendas				
Prepares & distributes board packets				
Posts board meeting notices				
Maintains corporate records				
Identifies the need for new board policies				
Maintains contact with the authorizer				
Maintains relations with key community				

members				
Monitors charter school legislation				
Networks with other charter school leaders				
Records school history				
Recruits new board members				
Provides new board member induction				
Ensures adequate student enrollment				
Ensures board accountability				
Secures legal counsel when needed				
Negotiates charter contract with the authorizer				
Creates annual school calendar				
Ensures state & district waivers are valid				
Provides documentation for charter renewal				
<i>Finance/Business Ops</i>				
Creates & monitors annual budget				
Approves annual budget				
Reviews monthly financial statements				
Approves daily budget expenditures				
Arranges for annual financial audit				
Implements proper financial controls				
Develops long-range financial plan				
Makes financial decisions within the parameters of the budget				
Ensures proper insurance coverage				
Establishes/changes payroll system				
Ensures federal entitlement funds are received				
Develops job descriptions				

Guarantees staff contracts are signed				
Maintains HR files				
Establishes contracts with vendors				
Implements substitute plan				
Provides legally-required staff training				
Ensures purchasing compliance				
Provides for asset management				
Manages facility maintenance				
Pursues grants & private funding				
Establishes annual fee schedules				
Implements the school crisis plan				
Provides for risk management				
Ensures organizational efficiency				
<i>Staffing</i>				
Hires/fires instructional staff				
Hires/fires administrative staff				
Evaluates instructional staff				
Evaluates administrative staff				
Implements personnel policies What about adding the initial development of personnel policies				
Responds to parental complaints regarding staff members				
Responds to staff's complaints				
Develops staff professional development plan				
Ensures adequate communication among staff				
Ensures personnel law compliance				
Researches & implements new program ideas with staff				
Creates & implements the employee				

handbook				
<i>Academic</i>				
Sets student academic achievement goals				
Ensures educational program is in alignment with state content standards				
Ensures instructional program is effective & properly implemented				
Provides supplemental classroom resources				
Selects curriculum, including supplemental programs & resources				
Ensures compliance with IDEA & 504 laws				
Ensures adequate programming for ELL students & GT students				
Implements a comprehensive RtI program & continued training				
Evaluates school performance				
Makes adaptations to program based on data				
Ensures adequate instructional time				
<i>Parent/Student Relations</i>				
Ensures adequate communication with school families				
Maintains external community relations				
Ensures students have met enrollment qualifications				
Informs new families of pertinent information				
Creates & maintains the parent/student				

handbook				
Provides new student/parent orientation				
Communicates with the PTO				
Selects & maintains student records (hard copy & electronic)				
Provides for fair & equitable student enrollment				
Ensures parent volunteers are screened & effectively utilized				
Maintains visitor check-in & monitoring process				
Provides due process for suspended & expelled students				
Provides extracurricular, including sports, programming				

Suggested descriptions:

Establishes policy	Makes management decision	Takes lead role
Proposes policy	Proposes action	Takes supporting role
Recommends action	Authorizes	Informs
Schedules	Full authority	Carries out

Example of Completed Worksheet

Task/Issue	<i>Board</i>	Administrator	Blend	Notes
Creates annual budget	Initial draft from Finance Subcmte.; presented to board in March & considered in April for adoption	Member of Finance Subcmte.	Finance Subcmte.	Finance Subcmte. includes Board Treasurer, Principal, Business Manager, parent with finance expertise; meets quarterly
Approves annual budget	Adopts in April			
Reviews monthly financial statements	Monitors	Ensures + cash flow & adherence to budget		Business Manager provides daily operations & Principal monitors Business Mgr generates the monthly statements for inclusion in board packet
Arranges for annual financial audit	Board Treasurer acts on behalf of the Board & presents motion to the Board by May meeting		Finance Subcmte.	
Implements proper financial controls	Board Treas. ultimate responsibility	Monitors implementation		Quarterly audit by Board Treasurer Business Mgr complies with financial policies & procedures while performing daily operations

Selecting, Reviewing and Supporting the Administrator

An effective board identifies and hires a capable administrator who shares the mission and vision of the school. The board is also responsible for the annual evaluation of the administrator and the setting of professional goals for improvement. Boards support administrators by ensuring that they have the necessary resources to accomplish goals and by conveying confidence in their day-to-day decisions.

Characteristics of a Quality Leader

- Focuses decisions on what is best for students
- Knows how to disaggregate data to make decisions about curricular adjustments and teacher training
- Communicates well with parents, students, faculty, board, and staff
- Recognizes a variety of needs by staff, faculty and students and is willing to find ways to meet their needs
- Incorporates input from stakeholders to provide shared ownership in decision making
- Knows how to effectively delegate tasks and responsibilities
- Leads by example by being highly motivated, accountable, and willing to actively pursue growth opportunities
- Communicates the vision in school staff, faculty, community members, authorizer, and students
- Stays current on educational research and is willing to try new things to meet the needs of students and staff
- Has demonstrated expertise in teaching and learning
- Knows how to inspire and create an effective professional learning community
- Is an excellent manager of people, time, resources, and budgets
- Has experience in and appreciation for the school model/philosophy

The Hiring Process

Given the independence of charter schools, the administrator must be both an instructional and a business leader. They must manage the facility and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals. In short, the administrator guides the school on the path to its mission and vision.

Creating a job description: The board should write a detailed job description for the position and decide how it will interview and select qualified candidates. The job description should include the minimum professional qualifications such as the type of degree, certification, and work experience; and the job duties

including management(budget/finance, personnel), educational leadership (curriculum evaluation, administration of program), communication with parents, the community, and the authorizer, facility maintenance, staff, student performance evaluation, and other tasks.

Forming a search committee: The board may form a committee to develop an employment announcement, strategies for interviewing candidates, and expectations for what is considered a quality candidate. Staff, parents and other stakeholders should provide the committee with recommendations regarding leadership characteristics and interview questions.

Selecting candidates: Recruitment strategies include contacting other charter schools and trusted peers within the education community for candidate recommendations and advertising the position in places that cater to the charter community such as the U.S. Charter Schools network.

Interviewing candidates: It is illegal to ask questions about age, marital status, family planning, religious affiliation, disabilities and should never be addressed in an interview.

- The board/committee should prepare a list of standard questions such as:
- What strengths and weaknesses would you bring to the leadership position?
- What have you or are you doing to address the deficits?
- What is the most satisfying experience in education you have had?
- What has been your experience in teaching and leadership in other schools?
- How has your educational background contributed to where you are today?
- What do you believe are the greatest contributions of charter schools?
- How are charter schools different from traditional public schools?
- What experience do you bring to this position that you believe will be helpful?
- What will you do to help the school to fulfill its mission and vision?
- What concerns you most about taking over the leadership of this school at this time?

Checking references and prior job performance: The board should check with former employers to verify dates of employment and ask questions about the candidate's past performance. Boards may also learn about the applicant by inquiring with individuals who know the candidate, but may not be listed as a reference. If a candidate has been terminated by another school, the board should assume the situation had two sides and ask questions of several individuals involved.

Example: Head of School Job Description

The head of school is the sole employee of the board of trustees. In situations with very large schools and multiple divisions and/or campuses, often there is a president and one or more school heads. In those instances, the following job description is "divided" between president and school head(s), as mutually agreed upon by the president and the board of trustees.

Position Title: Head of School

Reports To: Charter School Board of Directors

Summary

The Head of School is responsible for overall operations of the school. S/he is a member ex officio of all standing committees of the Board, represents the Board to faculty/staff and students/families of the school, and sees that the general policies of the Board are understood and followed. S/he hires faculty and administration, holds regular meetings of the faculty and staff, and supervises and coordinates the activities of the entire organization.

Essential Duties and Responsibilities

The Head of School:

Board Relations

- Works with the board of trustees, its chair, and its committees in carrying out established school policies; reviews those policies and make recommendations for changes; attends meetings, prepares reports, maintains board records, and keeps trustees informed on all aspects of the school's operation.
- Provides to the board of trustees various scenarios and possibilities for the board to consider as it does its work focusing on the strategic future of the school.

Operations Management

- Supervises all programs of the school (academic, athletic, ethical, and other extracurricular programs); monitors curriculum, grading, testing, and reporting to parents; prepares for and conducts periodic program evaluations; submits reports to external agencies as required; establishes disciplinary policies and standards of conduct.
- Manages the sometimes competing demands of the various constituencies of the school.

Strategic Development

- Articulates the vision for the school and its future.
- Monitors and addresses all matters of school climate and culture.
- Embodies, manifests, and advocates the mission of the school.

Staff Management

- Handles all matters regarding employment, retention, and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training
- Prepares employee handbooks, and maintains appropriate personnel records.
- Supervises the admissions director in determining programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.
- Supervises the development director and development efforts to cultivate and affect generous support of the school.
- Supervises the business manager in the preparation of preliminary and final budgets; monitors income, expenditures, collections, and cash flow; maintains appropriate financial records; oversees the employee benefit program.
- Supervises the college counselor in planning for an appropriate program for college guidance and college admissions.

Marketing and Public Relations

- Represents the school to all of its constituents including neighborhood, parents, students, alumni, business community, faculty, and staff.
- Represents the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.

Performance Management Plan Example

Employee Information		Performance Review Information	
Name:		Period Evaluated:	
Position:		Reviewed By:	
Employee Salary:		Review Date:	
Manager:		Next Review Date:	

Position Plan/Responsibilities of Job

Insert relevant job responsibility information here ...

Overall Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Manager/Reviewer Comments

Insert comments from manager/reviewer here ...

Manager Signature:_____

Signature indicates manager set objectives and measures for the coming year and conducted the annual review.

Employee Comments

Insert comments from employee here ...

Employee Signature:_____

Signature indicates employee has received annual review and objectives and measures for the coming year.

Idaho State Department of Education

Organizational Goals Supported

Goal #1:

Corresponding Employee Objective:

Goal #2:

Corresponding Employee Objective:

Goal #3:

Corresponding Employee Objective:

Comments:

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Team Goals Supported

Goal #1:

- Description:
- Specific Objective:
- Measurement:
- Comments:

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Goal #2:

- Description:
- Specific Objective:
- Measurement:
- Comments:

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Personal Developmental Goals (Technical, Professional Knowledge, Skills or Behaviors)

Goal #1:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Goal #2:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Example of Status Report for Administration

REPORT NAME

Date of Report

Leader or Manager Authoring Report: <Name>

Distribution List for Report: <List of Names in Audience for Report>

Scope of Responsibilities:

A brief description of the scope of the committee, task force, or position.

1. Summary

A brief statement of performance covered since the last report. Summary should be bulleted and no more than 5 key points.

2. Milestones Achieved since Last Report

Goal/Objective/Task	Target Date	Completion Date
Description of goal, objective, or task		

3. Milestones Scheduled For the Next Reporting Period

Goal/Objective/Task	Target Date	Current Status
Description of goal, objective, or task		

5. General Information

Include any general comments that may support/enhance/add to the above sections.

6. Budget

Date	Planned Expenditure	Actual Expenditure	Deficit/Surplus

7. Issues

Provide a brief description of any business issues associated with the project that have arisen since the previous report and needs to be addressed by the Board.

8. Recommendations

Here is where to insert a brief description of recommendations for the Board to consider and/or endorse.

Marketing Plan Outline

- Current Positioning
- Desired Positioning
- Mission/Vision
- Current Situation
- Goals
- Objectives
- Target Audience(s)
- Organization Strengths
- Organization Weaknesses
- Competitive Environment
- Unique Value Proposition
- Strategies
- Messaging (for each target area)
- Tactics
- Budget/Timeline



Creating an Effective Press Release

The best and most traditional way of getting your story out to the news media is through a press release (also known as a news release). A press release can be used for most types of news media, with subtle changes for radio and television.

News releases are not the time to get creative with language. They should be very straightforward. Focus on the facts: WHO, WHAT, WHEN, WHERE, WHY and of course HOW. You want to reach the reporter and impress them with the event, story or “hook,” the news angle that is going to get the reporter interested in attending an event or writing about charter schools.

It is best to write a news release as factually and as concisely as possible. Keep in mind that reporters and editors come across dozens, if not hundreds, of press releases a day.

Here are a few key points to consider:

- Put the important factual information in the first paragraph.
- Put your release on your organization or school letterhead.
- Include a contact person and a daytime phone number at the top of the page.
- Include a quote from a charter school leader. If your news is an event featuring a visit from a distinguished guest (i.e. an elected official); be sure to include a quote from that person as well.
- Spell out all numbers from one to nine. Use numbers for 10 and up.
- Page number your news releases if they go beyond one page. It is important to remember that most news releases should be a single page in length.
- Always put the date at the top of your press release.
- Send your press release to the media early in the morning on the day of the release. It is best if the reporter receives the release just before arriving to work.
- Follow up the release with a phone call to the reporter you are targeting.
- Signal the end of your news release at the bottom with this symbol: ###
- **MOST IMPORTANT!** Have more than one person proofread your document. Check it thoroughly for typos or mistakes.



Charter School Partnerships

All charter school partnerships are not alike. The types of partnerships that exist between charter schools and other organizations can be distinguished based on three characteristics:

- What is the nature of resources exchanged in the partnership?
 - Financial resources
 - Human resources
 - Physical resources
 - Organizational resources
- What is the form of the partnership?
 - Formal
 - Informal
- What is the depth of involvement in the partnership?
 - One level
 - Multi level

The types of organizations charter schools elect to partner with vary widely but commonly include the following:

Sector	Types of Organizations
Non profit	<ul style="list-style-type: none"> • Community-based organizations (recreational centers, neighborhood outreach agencies) • Cultural institutions (museums, local performance groups) • Educational institutions (private colleges, universities) • Faith-based organizations (churches) • Nonprofit educational management organizations • Race/ethnic-based organizations • Social service providers (child and family welfare agencies) • Private foundations
For profit	<ul style="list-style-type: none"> • Education management organizations • Local businesses
Public	<ul style="list-style-type: none"> • Cultural institutions (art museums, science museums) • Educational institutions (school districts, community colleges, universities) • Public health providers (hospitals) • Government/Municipalities (city offices, mayor's office) • Police departments

Lesson 1: Weigh the Costs of Partnering

An established partner can offer a range of resources—additional finances, a unique curriculum, access to facilities—needed for a school's survival. Some charter school leaders acknowledged that, were it not for the funds provided by a partner, the school simply would not exist.

However, partnerships also require resources—time and human resource costs— to actively build, operate, and sustain the relationship. Partnerships are rarely one-way streets; if the costs exceed the likely benefits, you may want to reevaluate whether it's in your interest to make a deal.

Lesson 2: Do Your Homework and Choose Your Partner Well

A crucial factor when deciding to form a partnership is whether or not the two parties can trust each other. Without a fundamental sense that the other side is going to “deliver,” or do their utmost to uphold the principles of the partnership, it can be difficult to feel comfortable collaborating on key educational programs, fundraising and other tasks essential to the partnership's success. For this reason, the personal relationships between partners are often key to establishing a high level of trust. Partnerships also succeed on the basis of needs that complement one another. Some of the best relationships emerge from an ability to provide each other with the materials, resources and staff to satisfy operational needs.

A partnership may look great on paper and make a lot of sense to the people who conceived the idea, but the relationship will rarely be sustained without long-term commitment from both sides. A few important points to keep in mind are:

- Entire organizations have to stay committed to the partnership over time, even if leadership changes or budgets fluctuate.
- Organizations with multiple layers of staff that become involved will need the buy-in from everyone in order for the partnership to work.
- Organizations requiring the support of external stakeholders should realistically assess whether those distant participants will share the same level of enthusiasm for the partnership.

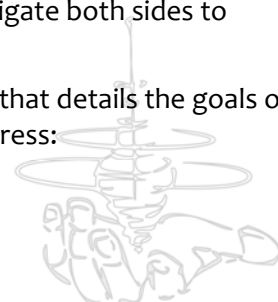
Lesson 3: Clearly Define the Partnership

Selecting your partner requires a great deal of thought and effort, but equally important is how you choose to structure the partnership since it will help define the relationship for years to come. Arrangements can range from an informal “handshake” or a somewhat more structured memorandum of understanding (MOU) to a contract or lease with legally binding obligations.

- An informal arrangement is usually based on personal relationships in which both sides feel a strong commitment to the ideals of the partnership.
- MOUs provide clearer guidelines for partner responsibilities, but do not carry the same legal implications as formal contracts.
- Contracts and leases are legally binding documents that typically obligate both sides to provide a set level of service or face certain consequences.

Along with an agreement comes the need to develop an accountability plan that details the goals of the partnership and partner responsibilities. Accountability plans should address:

- How the partnership will be evaluated
- The consequence of poor performance
- A course of action to terminate the partnership



Lesson 4: Setting Things in Motion: Creating Structures for Participation

Operating a partnership requires processes and methods for sharing ideas, making decisions and developing a collaborative environment. When assembling a partnership, pay careful attention to the structures put in place to raise, discuss and decide important issues. You might ask yourself the following questions:

- Will you use informal meetings to address issues on an *ad hoc* basis?
- Should you create formal committees that meet at regular intervals?
- Should there be a decision-making body to which the committee members report recommendations?
- Will a committee structure put a damper on the creative process the school is trying to foster?
- If the committees are divided equally between school and partner representatives, who will have the final say?

Lesson 5: Leverage Your Resources, Create New Ones

Partners may find that they can share many facility and staff costs as a way to limit the duplication of resources. This is one important way that both parties can benefit from the partnership. Some areas that offer immediate potential for cost sharing include:

- Facilities and other capital expenses
- Administrative support staff
- Professional services, such as fundraisers, writers and other consultants
- Operating expenses, such as office equipment, insurance and other incidental costs

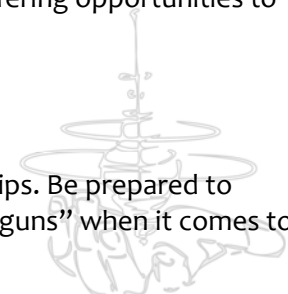
To the extent that resources can be shared, the clear advantage is to be able to maximize as much of your budget as possible for meeting the core needs of the school.

Fundraising is an essential element to any charter school's success. There is a minimum level of funding needed to keep the school operating that must be sustained each year, and there are fundraising targets above that level that pay for the enhanced curriculum your school offers. Each funding source has a unique structure and may be conditional on a particular budget period or purpose of use.

Partnerships offer a chance to access new networks of supporters and potential donors. It is important to look upon networking opportunities as resources and make sure your partner is aware of your interest in accessing and building new networks. Similarly, as a new charter school, you have much in common with other charter schools. Creating networks with other charter schools will provide additional support for your teachers and other staff members by offering opportunities to share experiences and learn from one another.

Lesson 6: Be Flexible and Prepare for Compromise

Partnerships can be complex arrangements—not unlike personal relationships. Be prepared to accept change and compromise. You may not always need to “stick to your guns” when it comes to



altering your original plans. It's important for your partners to feel they have a voice that will be heard.

Just because two organizations share common values and goals does not mean that all of their members will always get along. Conflicts arise between charter schools and partners for various reasons, including:

- Personality differences
- Differing management styles
- Perceived inequality in a management hierarchy
- Frustration stemming from a misperception of roles and responsibilities

Leaders can work past culture clashes by instilling teamwork. Teamwork is one way to help surmount culture clashes, promote innovation and encourage flexibility. In short, teamwork inspires a “we’re in this together” attitude that gives everyone a share in the school’s success. By making the team and the team’s goals bigger than any two people who may not get along, the potential for culture clashes is reduced. If everyone can agree they have a stake in the school’s future, then everyone has at least one thing in common upon which to build solid relationships.

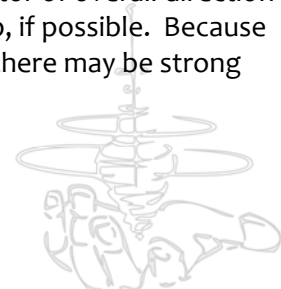
Lesson 7: Check your Progress

Charter school partnerships have a wide range of objectives that should be measured and monitored to ensure the relationship is meeting expectations. Among the qualities schools most often track are:

- *Student achievement*: How do partnerships affect test scores, graduation rates, and the quality of universities accepting graduates?
- *Impact of the partnership*: What is the value added by the partnership? Are student outcomes improved because of the partner’s input? What are the costs of partnering?
- *Quality of instructional program*: How are students and parents responding? What are teachers’ perceptions?
- *Public interest and support for the school*: Is the charter school earning the respect and trust of the community?

Schools need to take time to review both objective and subjective information to make sure they are on the right track. Test scores and graduation rates are a common measurement of student achievement, but measuring student attitudes and self-confidence can be equally important.

Evaluating the success of the partnership is also critical—periodically revisiting whether your partnership makes sense. Sampling teacher and student attitudes about how they benefit from the partnership is one method to assist that review, while another is to evaluate how partnership failures affected the school. Evaluations and informal feedback can be a good indicator of overall direction and opinion. Find out how well the community is reacting to the partnership, if possible. Because charter schools are often so closely connected to neighborhood resources, there may be strong feelings one way or the other about its success.



Lesson 8: Lead! Lead! Lead!

Strong leadership is crucial for a partnership's operation and survival. The impact of strong leadership is evident through the dedication of staff who believe in the school's mission. In order for charter school partnerships to succeed, they need a leader whose drive and commitment are unmistakable. Leaders motivate staff, present a vision that captivates supporters, and persist in convincing even the most doubtful observers that it is worthwhile to support the school. In short, this person is the school's champion and biggest advocate for the partnership.

Every team may have a visionary, but, without implementation, the vision may never materialize in any tangible way. Schools need people who can convert ideas to workable plans and develop strategies to implement them with the available resources. Partners who bring expertise and resources to the table need to have decision-making structures and processes in place that allow partners to share and participate effectively in the relationship. The architect creates the structure of the partnership and lays the groundwork for participation by the main players.

It is not uncommon to find one or two leaders driving the formation of a charter school or partnership, but there is good reason to try hard to spread leadership duties across several individuals.

- One person simply cannot accomplish as much—no matter how good intentions are—as several people dividing the tasks.
- Bringing diverse perspectives and ideas to the job of forming a partnership enhances the creativity that goes into developing it.
- If the leader's primary strengths reside in some key leadership areas but not others, those weaknesses may not be addressed and problems that result from those flaws may not be remedied.
- If too much importance or authority is concentrated in a few people simply because they are willing to take on responsibility, the school will have to scramble to make up for their loss when they leave.
- One person may be able to provide blanket leadership skills, but will struggle to sustain the effort over the long term. Providing assistance through other personnel extends the longevity of key leaders so their most useful skills can be preserved well into the future.



Example of Fundraising Plan for Charter Schools

A fundraising plan sets goals for the charter school's income, typically over a three to five year period. The plan should incorporate specific objectives and action steps that will help the charter school acquire and effectively use the financial resources it needs.

Summary

The goal of this overview is to lay out a strategy of fundraising that combined with tuition revenue will create financial sustainability for the Charter School. Fund development is an ongoing, rewarding process that engages all staff and every board member in some way. This document (and attachments) will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Development Committee of the Board of Directors.

Fund development provides a mix of funding that will sustain basic operations, allow for expansion of educational programs, and generate sufficient cash flow to cover operating costs. Activity associated with strengthening fund development should be taking place every day at the Charter School. It is vital to the sustainability of the school to place as high a priority on fund development as any other organizational component.

To some, fund development means having a bake sale or applying for a grant. It can and should be so much more. Fund development does include those activities, but *effective* fund development produces more than money. Fund development includes building stronger relationships, helping Board members feel comfortable asking for money, and understanding the interests of Charter School donors.

This overview will outline fundraising areas and will show projections of what needs to be raised in each area. Each area has a committee associated with it that will determine the goals and timeline for each fundraising activity. The Development Committee of the Board oversees all of the fundraising activities. The importance of preparing monthly progress reports cannot be stressed enough. These reports, prepared by the Development Director, are essential to monitoring the plan by comparing the actual results of fundraising activities with the projected incomes of each area. This information allows us to focus on activities that are productive and intervene in areas that are not.

Each year the Head of School, Development Director and the Board Development Committee work together on the development plan for the year to come and provide to the Board a written evaluation of the past year's development efforts.

Fundraising Objectives of the Charter School

- Diversify revenues in order to reduce the dependence on tuition.
- Cover the gap between tuition revenue and operating costs in order to completely fulfill the mission of the school.

The key to sustainability is to not to depend too heavily on any single source of income. A variety of fundraising activities will ensure that the Charter School has enough funding if a major source of funding is lost. Following are the areas that the Charter School needs to develop for fundraising:

Major Gifts

The Development Committee must continually strive to identify, educate and cultivate key donors who are capable of making major gifts. These are people who are either personally motivated to give because of the wonderful education the Charter School provides their children or those who are not directly involved but are impressed by what the Charter School represents.

At the Charter School all students are equally important and all potential donors are worthy of equal respect. However, from a fundraising perspective it is the donors who have been identified as having the greatest capacity to give who should receive the most time and attention from the Head of School, the Development Director, and the Board. School development personnel that focus on major gifts and major donors always raise the most money.

It is not simply a process of asking someone for money and getting it. Relationships must be cultivated and once these relationships develop into donors, they must be thanked, acknowledged, and kept informed of the ongoing successes of the school.

Timetable:

Cost:

Projected Income:

Point Person: Head of School, Development Director, Board of Directors

Strategies: Identify and create list of people with capacity

Development Director trains those making the ask

The Head of School along with members of the Board personally contact major donors who have been identified by the Development Director and work to establish a relationship with them. Adequately thank donors within 48 hours.

Idaho State Department of Education

Annual Fund

The Annual Fund Campaign consists of an annual appeal to Charter School families, relatives, alumni, and the Board of Directors that will raise significant, unrestricted revenue. This annual fundraising program will provide essential operating funds that are above and beyond tuition. Because tuition does not cover all of the annual costs of educating students the funds raised through the Annual Fund Campaign will help balance the operating budget which is the school's top priority.

In the future these funds will support programs directly benefiting Charter School students such as enhancing the curriculum, supporting faculty professional development, and building repairs and maintenance.

The Annual fund builds a donor database and gifts to the Annual Fund are tax deductible unlike tuition.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: Set financial goal.

Develop materials (letterhead, remittance envelope)

Identify donors

Create mailing list – board, staff, faculty, relatives, friends

Create letter defining need

Thank donors within 48 hours

Ensure 100% participation by Board of Directors

Special Events

Determine the signature event for Charter School fundraising. In addition to raising money for the school the event has the potential to be used to provide good publicity and public relations. This event also provides the opportunity to add names to the database, identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising.

Timetable:

Cost:

Idaho State Department of Education

Projected Income:

Point Person: Development Director

Strategies: Establish volunteer committee(s)

Determine theme, date, location

Create materials (posters, invitations, etc)

Produce announcements for local newspapers and public service
announcements for radio and television and

Hang posters for event in area businesses.

Thank donors and attendees within one week of event.

Foundation Grants

Includes written grant requests for funding as well as corporate matching gift programs which seek to maximize support for the school from business and private foundations. The approach to foundations must be based on sound research, exemplary proposal development, and establishing relationships with foundation staff.

Timetable:

Cost:

Projected Income:

Point Person: Development Director with assistance from Education Director

Strategies: Research grant opportunities that align with the mission of the
Charter School.

Make direct personal contact with Foundation staff to review all
grant applications.

Focus efforts where you have the best chance of receiving funds.

It is important to estimate how much effort and what resources
are needed to write and administer a grant versus how much
funding the grant will generate. Is it worth writing a grant for?

Idaho State Department of Education

Partnership Fundraising Options

These programs raise money for the Charter School through everyday activities such as grocery shopping.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: List the partnership opportunities in every newsletter.

Create a plan to educate families on all of the programs.

Endowment Fund/Planned Giving (or Legacy Giving)

The Endowment Fund is the financial foundation of a school. An Endowment Fund offers opportunities for individuals to contribute to the long-term stability of the school. The money is invested and remains untouched for many years and only when there is significant interest income can that income be used for either restricted or unrestricted purposes. The principle is maintained in perpetuity. The Endowment is a permanent fund that “gives back” a portion of its annual earnings to the operating budget and provides a long term strategy for stemming steep tuition hikes and securing the schools future.

Planned Giving (or Legacy Giving) allows a donor to make a gift to the school through wills, trusts, and insurance policies. This usually involves a one on one conversation with the donor to set the terms and conditions that assist the donor with estate and tax planning.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategy: Develop investment policy for the Charter School

Educate the Charter School community about the tax consequences of contributing to an endowment.

Idaho State Department of Education

Set goal for Endowment

Create informational flyer.

Conduct informational meeting for families.

Capital Campaign

A capital campaign has a limited scope and timeframe and is usually for the purpose of building a new facility or renovating an existing one, although capital campaigns can be used to fund any special project. Capital campaigns often run simultaneously with other fundraising activities. Feasibility studies to determine strategy and services of a consultant with specific expertise are often utilized to ensure success.

Timetable:

Cost:

Projected Income:

Point Person:

Strategy: